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AUTHOR	Ryan, James, Ed.
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ABSTRACT

The militarization of our planet and the increasing evidence of hunger, poverty, and social unrest pose serious challenges for future generations. Educators have a responsibility to educate for international peace and justice. The materials in this teaching guide are designed to bring a new perspective to the classroom using an infusion methodology. This methodology, which enables global values and concepts to be taught as part of the regular lessons, is discussed, the concepts to be taught (human rights, interdependence, and empowerment.) are described, and examples of infused lesson plans are given. Five activity sheets are included that present a narrative introducing a child from a different developing country and describing their life. The concepts to be taught are indicated, the purpose is given, and background information about the country is provided. This information is followed by learning activities for various grade levels. Each activity sheet is accompanied by a poster. A 19-item resource bibliography is included as well as a list of 27 resource organizations. (JB)

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Teaching Toward Global Understanding and Action

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Dear Educator:

Catholic Relief Services is happy to supply you with this copy of "Teaching Toward Global Understanding and Action," a guide for teaching global peace and justice concepts.

Our world is one of increasing complexity and change. These materials are designed to help you bring a new perspective to your classroom, one which will add to your students' understanding of the world around them.

As the gap between the rich and the poor widens, our children no longer can remain isolated from the poverty and injustice present in other areas of the globe, ignorant of the interdependent ties which bind us, and apathetic to forging new relationships which will bring peace to humanity.

Our faith calls us to take action on behalf of those living in poverty and experiencing the effects of social injustice. But to act, our youth must first become aware of the causes of poverty and injustice, and confident of their ability to address these problems.

As a former school teacher, I am familiar with the burden of carrying one more teaching responsibility. That is why I am so enthusiastic about the infusion method. Its beauty lies in its not being just another subject added to an already overburdened curriculum.

At the same time, you will find that the opportunity to use your creativity and imagination will increase your effectiveness and bring fresh insights to the classroom.

CRS, and the other organizations listed at the back of this booklet, will be able to provide you with additional facts, figures and background materials to meet your needs. CRS has films, brochures and a bi-monthly newsletter for educators, "Issues and Actions," which are yours upon request. I am confident that you will find these global peace and justice educatonal materials of great value. Please let us know how we can be of any further assistance.

Sincerely yours,

Lawrence A. Pezzullo
Executive Director

Catholic Relief Services, through "Toward Global Understanding and Action," joins with you in the important task of educating our young people about their role in the global family. It is an invitation to us to intensify our efforts to create a more just society for all.

I would like to thank the following for sharing their commitment, understanding and experience in preparing this project:

Editor:
James Ryan

Members of the Justice Peace Education Council:
Loretta Carey, R.D.C.
Joan Hart, O.S.U.
Kathleen Kanet, R.S.H.M.
Eileen Fitz Maurice, C.N.D.
Rose Sheridan, C.S.J.

Julie Anne Kelly

On behalf of those to whom we seek to give hope, I thank you for your support.

Rev. Laurence M. Olszewski, e.s.c.
Coordinator of Diocesan Affairs

Introduction

Catholic Educators have been called upon to take an active role in raising awareness of global poverty and injustice and motivating students to address these problems. As stated by Pope Paul VI, "Educators, let it be your resolution and decision to instill in youth a love for people oppressed by poverty..." The U.S. Bishops reiterated this in their pastoral letter on War and Peace wherein they called on educators to "teach the ways of peace."

The militarization of our planet and the increasing evidence of hunger, poverty and social unrest pose serious challenges for future generations—challenges which are frequently met with despair and hopelessness.

As Christians we can hardly afford to remain unaware of what is happening in our world, not understanding why changes occur or where they are leading. As parents and educators, we have a special responsibility to educate for international peace and justice, so that our children and students will be better prepared to address the challenges of life in the coming decades.

The responsibility to educate falls naturally to Catholic Relief Services which works in partnership with communities in over 70 countries. As the official overseas aid and development agency of the U.S. Catholic Church, we have been an instrument of peace and hope and an outlet for concerned Americans for over 40 years.

From our origins as a war relief agency in Europe, CRS has evolved to better meet needs throughout the world. Today, in addition to providing assistance to the victims of war and natural disasters, CRS is promoting justice and the development of peoples through support to community initiatives in agriculture, cooperative formation, small industries, clean water, leadership training, health and child care. Almost all of the projects CRS supports stem from the initiative, enthusiasm and hard work of the villagers themselves.

As part of our response to needs overseas, CRS is actively involved in promoting greater understanding and solidarity between the people of the United States and their brothers and sisters in the Third World. CRS has first-hand knowledge of the problems and needs in the Third World and can share this experience with educators in the U.S. CRS can also be an outlet for the concern and compassion generated by heightened awareness.

There is much work to be done. Studies indicate that Americans are far less knowledgeable about events outside of their own immediate lives than are their counterparts in Europe, Canada or Australia. In our schools, teaching about much of the world is often limited to a discussion of geography and culture, seldom dealing with the problems, social justice questions, and interdependency issues.

Studies also show that American young people feel disillusioned by and powerless before the institutions which are fueling an endless arms race, taking resources away from the poor, and posing a threat to the environment. These feelings frequently manifest themselves in apathy, hopelessness and escapism. Thus the role of an educator is not just to raise awareness of needs, but to provide their students with a constructive model, hope and an outlet for their compassion and idealism. In short education should inspire some kind of active response.

"Peace is the fruit of justice."

Isaiah

Through active involvement, students can gain a feeling of solidarity with their brothers and sisters in the Third World and overcome their sense of powerlessness. The materials in this booklet are meant as a guide to help the teacher bring students to a level of critical awareness and to move them to action. Christian education for justice and peace is a process based on the values of human dignity, global community, and non-violence, *intrinsic* to the Gospel of Jesus Christ whereby one grows in social responsibility and learns how to effect structural change and so participate in the transformation of the world.

The infusion methodology presented in the following pages will enable you to teach global values and concepts as part of your regular lessons.

It is important that education for international peace and justice be viewed as method rather than content (not as yet another subject added to an already overloaded curriculum.) It is also important that it not be seen as falling only within the realm of the Religion teacher or any particular academic discipline. A global dimension can be introduced into most subjects with a little forethought and ingenuity.

Your students' level of cultural understanding will vary depending upon their age, environment, travel experience, what they have read and other factors. It is important to approach them at an appropriate level of understanding. As all teachers know, one sound pedagogical principle is to associate new information with knowledge already acquired. Since we all share things in common with our fellow human beings, linking the global reality to personal experience should not be too difficult and will make your teaching more effective.

The learning activity sheets included in this packet suggest approaches to discovering the links between our own lives and those of our brothers and sisters in other parts of the world. It may be helpful to keep these approaches in mind while you are developing your infused lesson plans.

Four of the many options available to you are: 1) Discover links to your own community. What cultural, economic, historical, political and religious links does your community have with the Third World? 2) Relate the Third World reality to your students' daily experiences. What feelings, goals, interests, desires do they share in common with children in the Third World? 3) Present the reality in the form of a story or real life narrative. Most people have a natural curiosity about the lives of others so this will strike a special chord of interest in your students. 4) Use a "marketbasket" approach. Rare is the person who does not want to know more about their own food or their own belongings. Look at the everyday things around us—an automobile, a chocolate bar—for ties to the Third World.

One last helpful point, as James and Kathleen McGinnis have pointed out in "Educating for Peace and Justice," the approach one takes to educating should reflect the sought-after goals of the lesson. The aphorism "the medium is the message" applies in a very real sense. If you want to teach about participation, change, cooperation, peace, empowerment and development, then these concepts can be reinforced in the approach taken to developing and implementing a curriculum.

Students could have the opportunity to participate in a process of mutual decision making regarding the content. Where possible, students could share responsibility and have the opportunity to explore their own ideas and to develop personal initiative. The classroom can become a microcosm of the larger society. Students explore and help shape the type of *classroom* environment they would like to learn in at the same time they begin to imagine and shape the type of *world* they would like to live in.

The participatory process can help students to overcome their apathy and feeling of powerlessness before the forces and institutions which shape their lives.

As one of our colleagues has aptly phrased it, "if students aren't free to alter the seating arrangement, how will they be able to convince themselves that they can alter society?"

Teaching Global Concepts by the Infusion Method

"Humanity is becoming aware of the indispensable solidarity which links peoples and nations, for the solution of the majority of the great problems: employment, the use of terrestrial and cosmic resources, the advancement of less favored nations, and security. The reduction of arms, controlled and worldwide, is considered by many a vital necessity."

Pope John Paul II
World Day of Peace
December 8, 1983

Catholic means global. The network of dioceses and the parishes covering the earth is an invitation to make global education an integral part of the Catholic School. We live together on this one planet, but unless we can learn to live in mutual respect and understanding, the future of humankind is in doubt.

The challenge to the teacher goes beyond imparting knowledge about other countries. Knowledge alone, interpreted through some current cultural attitudes and values can be used to reinforce myths, stereotypes and oppressive structures. What is needed is a new *lens* through which to view other nations. The infusion method helps create that new lens.

How? The social teaching of the Catholic Church contains many concepts which can form the framework of our worldview. These concepts frequently run counter to concepts generally accepted in our society. Collaboration replaces competition; interdependence replaces individualism; empowerment replaces dependency; multi-cultural understanding replaces racial and ethnic division. Such concepts can be introduced to children at an early age and reinforced throughout their education. They are best taught indirectly, through learning activities. This is what the infusion method aims to do. It is a method which can be used in any subject at any level of elementary and secondary schools. It is a way of enriching the existing lesson, of breathing fresh life and significance into it.

It involves the following steps:

1. **Look** at the aim of the lesson as it is presented in the teacher's manual.

2. **Observe** the suggested learning activities.

3. **Choose** a related justice and peace concept from the list.

4. **Expand** one of the learning activities to include the new infused concept.

Example:

1. Supose that you are teaching a science lesson aimed at showing that all persons need adequate amounts of pure water. (Lesson from *Concepts In Science*, Harcourt, Brace, Jovanovich Grade 4)

2. The suggested activity is to use a map to indicate sources of water for some areas in the U.S.

3. The related infused justice and peace concept is **stewardship**.

4. Expand the activity to include the African continent's drought conditions. Ask children how their lives would be different without water. Invite responses to help their brothers and sisters in Africa, e.g., send money to help them dig wells, don't waste water in U.S., go there to help when I grow up.

In this simple way the science teacher encourages global awareness and social responsibility.

Not every lesson is appropriate for infusion, nor should the method be used too often. Some textbooks or lessons are already "infused," that is, they already contain justice and peace concepts. These are not appropriate for what would amount to "super-infusion."

Infusion is not an extra burden. It is a challenge to your creativity as a teacher. It implies adding something which gives new life or significance to the whole lesson or unit. It enables teachers of any subject to participate in global education. It is a way of responding to the Gospel command to love one another by showing that love is intended to permeate all of life, not just the religion class.

Many teachers will think that infusion is a method they have been using all along, that it is nothing new. However, perhaps what they were doing might better be termed spontaneous inclusion, rather than infusion. The two methods differ in these ways:

Infusion Method	*Spontaneous Inclusion*
a. Places the learning in the student activity section of the lesson.	a. Usually only verbalized by the teacher.
b. Presumes deliberate planning of activity; learning is intentional.	b. More likely to result in over-emphasis of some points, neglect of others.
c. Approaches justice and peace education through concepts.	c. Usually deals with issues.

The infusion method uses a conceptual approach in order to provide students with the Christian attitudes, values, and skills of analysis and critical thinking ability which they will need in confronting issues. It does not provide a pre-packaged solution to issues, but rather relies on the gradual building up of the student's ability to analyze and respond on his/her own.

As the Synod of 1971 observed, "Education demands a renewal of heart, a renewal based on the recognition of sin in its individual and social manifestations. It will also inculcate a truly and entirely human way of life in justice, love and simplicity. It will likewise awaken a critical sense, which will lead us to reflect on the society in which we live and on its values; it will make us ready to renounce these values when they cease to promote justice for all." (*Justice In The World*, Par. 51)

The following pages contain descriptions of fourteen global peace and justice concepts you can infuse in your lessons. We have also provided a number of examples demonstrating how these concepts can be incorporated into existing lesson plans. We regret that we could not cover all grade levels, disciplines and textbooks in this one booklet. Those examples presented herein merely hint at the vast potential for utilizing the infusion technique with every subject area and grade level. We hope that the additional stories, activity sheets and posters included will spark your imagination and prove a valuable classroom resource.

Descriptions of Concepts

Social Justice

That area of justice which focuses on the societal/structural level. It aims at transforming those structures which contribute to oppression and marginality and at establishing or maintaining and supporting those which enhance human dignity.

Human Rights

That which is due to the human person because of his/her nature, fashioned in God's image. They include food, clothing, shelter, rest, medical care, necessary social services, education, religion, work, participation in political life, etc.

Stewardship

The responsible use of resources. No human person owns anything absolutely; everything we possess we hold in trust for all, including future generations. The contemporary problems of global scarcity and environmental pollution demand renewed efforts at preservation and conservation.

"The world is given to all, and not only to the rich. . . Private property does not constitute for anyone an absolute and unconditioned right. No one is justified in keeping for his exclusive use what he does not need, when others lack necessities." (*Populorum Progressio* #23) "If someone who has the riches of this world sees his brother in need and closes his heart to him, how does the love of God abide in him?" (1 Jn 3:17)

Change

The continual process of modification and forward thrust by which humans move toward their ultimate destiny. Change itself is changing, becoming more rapid and less predictable—a fact which we must learn to adapt to.

Transformation

The process by which persons, relationships and the structures of society are changed in order to serve human dignity and to bring God's creation closer to perfection. "You will want to seek out the structural reasons. . . which foster or cause the different forms of poverty in the world and in your country, so that you can apply the proper remedies. . .(because) the poor of the United States and the world are your brothers and sisters in Christ." (Pope John Paul II, Yankee Stadium, 1979)

Development

"The process of fulfilling human potential, particularly of those peoples who are striving to escape from hunger, misery, endemic diseases and ignorance; of those who are looking for a wider share in the benefits of civilization and a more active improvement of their human qualities; of those who are aiming purposefully at their complete fulfillment." (*Populorum Progressio* #1)

Interdependence

The extent to which events occurring in any one part or within a component of the world system affect (either physically or perceptually) events taking place in other parts or components of the system. The increasing degree to which all nations and peoples of the world depend upon each other to assure mutual peace and prosperity.

Peace

"Peace is not just the absence of war". . .Pope John Paul II, Coventry 1982. "Peace is the fruit of order,. . . shaped on the basis of respect for the transcendence of God and the unique dignity of each person, understood in terms of freedom, justice, truth and love." (U.S. Bishops in *Challenge of Peace* Summary, p. ii) "Because peace, like the kingdom of God itself, is both a divine gift and a human work, the Church should continually pray for the gift and share in the work." (U.S. Bishops in *Challenge of Peace*, #23)

Simpler Lifestyle

The result of a deliberate choice made by those who decide to limit their possessions and consumption of resources to what is necessary, as an act of faith, so as to live in greater solidarity with and be able to share more with their less fortunate sisters and brothers at home and in developing countries. Also, as an act of self-defense against the mind and body polluting effects of overconsumption.

Empowerment

Concentrates on developing and supporting people's leadership skills so that they may end the dependency cycle, it seeks to develop people so that they can cease being recipients and begin determining their own needs, accepting responsibility for their actions, and designing their own future. (*Pacem im Terris*, #34)

World Order

The development of a just system governing communication, political, economic and social relationships

"No society can live in peace with itself, or with the world, without a full awareness of the worth and dignity of every human person, and of the sacredness of all human life."

U.S. Bishops Pastoral Letter on War and Peace
1983

within the global community. "The fundamental premise of world order in Catholic teaching is a theological truth: The unity of the human family —rooted in common creation, destined for the kingdom and united by moral bonds of rights and duties." (U.S. Bishops *Challenge of Peace*, #236)

Multi-Cultural Understanding

That dynamic that takes place when the heartbeat of what a specified cultural tradition holds as essential to it, is communicated, accepted, celebrated, and enhanced through productive interaction with other cultures.

Cooperation

Ability to work with others to accomplish a goal, with attention to other persons and the collectivity of the process as well as to the goal.

Distribution

Systems, structures and policies should promote an equitable allocation of natural resources, property and income. Contemporary reality calls upon institutions and individuals to make adjustments in lifestyle because of the growing scarcity of nonrenewable resources and the widening economic gap between nations.

Examples of Infused Lesson Plans

Grade Level:
Secondary

Subject:
Algebra

Text:
Algebra 1,
Dressler, AMSCO,
N.Y., 1966

Original Aim:
To teach students how to do problems involving first-degree equations and inequalities involving fractions.

Original Activity:
Complete the exercises on pages 329-331.

Infused Concept:
Development

Infused Activity:
Add new problems which focus on the Third World situation, and how development can improve the quality of life. e.g. In Guatemala a farmer can plow his field with a team of oxen in 12 hours, 4 times faster than with a hand plow. When he was half finished he had to sell the oxen to pay rent on the land. How long will it take him to plow the rest of the field by hand?

Chapter XVII:
Ratio Proportion and Variation

Original Aim:
To teach the concept of ratio and how to express it.

Original Activity:
Problems on pages 422-3.

Infused Concept:
Human rights

Infused Activity:
Add problems which reveal data on human rights. e.g. In Pedro's village 30 babies were born in 1983, 20 boys and 10 girls.

a. What is the ratio of the number of boys to the number of girls?
b. For one baby girl in the village, how many baby boys are there?
c. What is the ratio of the number of girls to the number of boys?
d. What is the ratio of the number of boys to the total number of babies in the village?
e. What is the ratio of the number of girls to the total number of babies in the village?
f. If half of the boys and half of the girls die of malnutrition by age 5, answer each of the above questions for the surviving children.

The following resources will provide you with alternative statistics for infusion:

World Military and Social Expenditures ed. Ruth Leger Sivard, World Policy Institute, 777 UN Plaza, NY, NY 10017 ($4.00)

World Tables, The World Bank, 1818 H Street, NW, Washington DC 20433

The State of the World Atlas, ed. Michael Sidron, & Ronald Segal, Simon & Schuster, New York. $9.95

Grade Level: Secondary **Subject:** American History **Text:** American Government, 1980 Magruder, Allyn & Bacon, Inc., Boston 1980 **Chapter 24:** Government and the Environment	**Original Aim:** To examine a case study of Teddy Roosevelt's remarks on the environment.	**Original Activity:** To research and discuss: What has been the price of the nation's reluctance to view its resources as something of value to be enjoyed by each succeeding generation?	**Infused Concept:** Stewardship	**Infused Activity:** List the resources of the world which are now seriously depleted because Teddy Roosevelt's message was ignored. What are some environmental hazards which affect your life now? What additional environmental dangers could threaten your adult life? What can be done to prevent the further depletion of resources or destruction of the environment? Do you have a responsibility for acting?
Chapter 1: Modern Political & Economic System	**Original Aim:** To study modern political systems	**Original Activity:** Read about various forms of government—Pages 19-26.	**Infused Concept:** World Order	**Infused Activity:** 1. What are the signs that these forms of government are increasingly inadequate for the world of the 21st century? 2. What would be some reasons why people fear a world government? 3. What are some questions which could appropriately be addressed by a government body above all nation states?
Grade Level: Secondary **Subject:** Economics **Text:** Invitation to Economics, Wolken and Glocker Scott, Foresman & Co., Illinois, 1982 **Chapter 1:** The Problem of Scarcity	**Original Aim:** To teach how land, labor, capital and entrepreneurship function in the American economy.	**Original Activity:** Discuss: What is the problem of scarcity? Why do all societies have this problem?	**Infused concept:** Distribution	**Infused Activity:** Discuss what are the indications of inequitable distribution of resources, property and income in our country? In the world? What policies of distribution help to cause scarcity? How can they be changed?
Chapter 15: International Trade	**Original Aim:** To teach that the real world is far more complex than the example of two countries and two goods.	**Original Activity:** Investigate a nation's situation when it has a positive balance of trade. A negative balance of trade.	**Infused Concept:** Interdependence	**Infused Activity:** Research the effects of positive balance of trade in developed countries on developing countries. How might a short term positive balance of trade in developed countries negatively affect longer term trade interests? What are some signs of interdependence which call us away from a short term or merely pragmatic perspective on trade? What values beyond self-interest call us to recognize our linkages with other nations?
Chapter 2, Section 1: Three characteristics of a pure market system	**Original Aim:** To teach that economic freedom, economic incentives and competitive markets are all characteristics of a pure market system.	**Original Activity:** Discuss: In what ways does competition benefit consumers?	**Infused Concept:** Cooperation	**Infused Activity:** Discuss how competition has become a cultural as well as an economic mode of behavior. How does competition manifest itself in your life? In what ways does competition have a negative effect on our ability to cooperate with one another? If competition were removed from your school life, what might be some results?

Chapter 1, Section 3: Trade-offs	**Original Aim:** To teach the necessity of trade-offs, i.e., In order to gain one thing, we must give up other things.	**Original Activity:** Discuss: Why do we have to make trade-offs?	**Infused Concept:** Peace	**Infused Activity:** Discuss: What kinds of trade-offs have we had to make in order to increase the U.S. defense budget? How do unmet human needs resulting from excessive military budgets around the world threaten peace? Interview someone in your city who is affected by budget cuts in human services. Compare the information you obtain with other data collected by your classmates. How does excessive defense spending hinder the creation of new jobs? Resource: Jobs With Peace campaign, 76 Summer Street, Boston, MA 02110
Grade Level: Secondary **Subject:** Spanish **Text:** Invitacion al Espanol (3), DaSilva, Macmillan, N.Y., 1971	**Original Aim:** En busca del ideal—To discuss in Spanish "El hombre ideal"	**Original Activity:** Using the discussion questions on page 50, describe your idea of El hombre ideal.	**Infused Concept:** Multicultural understanding	**Infused Activity:** Select 5 people you know from different cultures. Ask each to describe the ideal man (or woman) as that culture considers it. Chart each description and ask class to a. find cultural values which could be misunderstood by another culture. b. select an outstanding quality from each description and make a new description of the "ideal global person."
Spanish III P. 213	**Original Aim:** Development of written communication skills in Spanish.	**Original Activity:** Analyze and re-write the content of a newspaper clipping.	**Infused Concept:** World Order or multi-cultural understanding	**Infused Activity:** Examine the media coverage of the developing world in United States newspaper and magazine articles. Is there a bias? How is it stated or implied? Is the world portrayed as a community of interdependent neighbors or as enemies with conflicting interests? Rewrite an article in Spanish to correct some of the bias.
Spanish III P. 219	**Original Aim:** Develop ability to express thoughts and understanding in Spanish.	**Original Activity:** Discuss content and appeal of magazine and newspaper advertisements.	**Infused Concept:** Simplified lifestyle.	**Infused Activity:** When we see products advertised what we are being sold is an idea not a product. For instance, we are sold the idea that we will be more accepted or loved, that we will have more freedom or be healthier. Choose five ads, find the idea being sold and re-write them to better reflect what the customer is buying. Will the product advertised really give us what the ad says it will? How might we spend our money to better meet our needs?
Grade Level: Secondary **Subject:** Religion **Text:** Mine is the Morning The Early Church—A religion Course for Teenagers, 23rd Publications, P. O. Box 180, West Mystic, CT 06388. (School or Religious Education Program) Chapter 7 "Religious People"	**Original Aim:** To help the student sort out their ideas about religion and "religious" people.	**Original Activity:** Using task sheet the students will rank in order of importance the characteristics of the "religious" young man or woman.	**Infused Concept:** Social justice.	**Infused Activity:** (All items on the sheet are proposed as relative goods.) One of the characteristics cited is "to work hard in school and prepare for a good job in the future." Their understanding of this could be explored. "What is a good job?—high salary? talents fulfilled? service to society? If people do not have good jobs does that suggest that they did not work hard? If you think the answer is "yes" how can you explain the fact that there are many hard-working people in the U.S. and abroad who live in poverty?

Grade Level:
Secondary

Subject:
Religion

Text:
Understanding Christin Morality,
Ronald J. Wilkins, William C. Brown Company, Dubuque, Iowa, 1978 (Senior High School—Religious Education or School Program)

Chapter 3—The Law of Love

Original Aim:
To develop an awareness of the meaning and purpose of Jesus' command to love one's neighbor.

Original Activity:
Several situations are cited—students are asked to reflect on Jesus' command and then to respond to each of the situations answering the question—"What would you do?"

Infused Concept:
Empowerment.

Infused Activity:
(All situations in the text deal with the students' everyday lives—school, family, sports, etc.—Senior High students could be challenged to think beyond that circle.)
Situation: Jane said that she wanted to do something to aid the hunger-stricken people in East Africa—She asked her class to sponsor a walk-a-thon, or a soup-supper. However, many of her classmates discouraged the idea because they felt that there is really nothing you can do to make a difference. What would you say?

Grade Level:
Secondary

Subject:
English

Original Aim:
To develop skills in researching and writing factual-based papers.

Original Activity:
Research a topic of your choice and present your information in a 5-10 page paper.

Infused Concept:
Multicultural understanding, Empowerment.

Infused Activity:
Provide the following list from which the students may choose and develop their topics.

1. Hunger: the causes, effects, and a recommendation for change.
2. Racism: in the U.S. Society, in South Africa.
   a. How is it seen in todays U.S. society. What are its detrimental effects on the society and the individuals involved, or,
   b. Apartheid in South Africa.
3. The individuals role in the Nuclear Arms Race.

(These topics could also work well in the form of a debate, where the original aim would be to develop speaking and thinking skills.)

Grade Level:
Middle

Subject:
Religion

Text:
Sadlier
The Call of Moses

Original Aim:
Dignity of my name (self-esteem), dignity of names of persons close to me (esteeming those in my community).

Original Activity:
Make a poster, list names of persons you know—list two things you like about them.

Infused Concept:
Multicultural Understanding.

Infused Activity:
To above poster add: people you admire from other countries and two reasons why.

Grade Level:
Middle

Subject:
Mathematics

Text:
Holt Mathematics,
Holt Rinehart and Winston Publishers, New York, 1985.
Statistics and Probability

Original Aim:
Read, interpret and construct a bar graph

Original Activity:
Make a bar graph illustrating the number of Shakespeare plays sold in June at Crook's bookstore.

Infused Concept:
Development, Distribution

Infused Activity:
present different data: e.g. given the information below construct a graph indicating the calorie and protein supply from selected areas:

Region	Calories per capita per day	Grams of protein per capita per day
North American	3,200	90
South American	2,750	70
Western Europe	2,900	85
China	2,225	65
India	1,900	50

Organizations like OXFAM, Bread for the World and CRS can provide you with material containing alternative statistical information.

Grade Level:
Middle

Subject:
Earth Science

Text:
Earth Science,
American Book Company, N.Y., 1981.
Factors that Control Climate

Original Aim:
Learn causes of average temperature and temp. range, climate controls.

Original Activity:
On chalkboard note contributing factors; latitude, altitude, prevailing winds, topography, ocean currents.

Infused Concept:
Interdependance, World Order

Infused Activity:
Add—what is the effect of air pollution and the rapid depletion of the world's tropical rain forests on climate? (level of CO^2 in atmosphere from combustion of fossil fuels drastically increased in the last two decades)—ask students to research the "greenhouse" effect—what can be done?

Grade Level:
Middle

Subject:
English

Original Aim:
To develop creative and letter writing skills.

Original Activity:
Write a letter to a friend telling him/her about your school.

Infused Concept:
Multicultural understanding.

Infused Activity:
Have the students read a short biography or letter on or from a student their age who attends school in a different part of the world. The letter or biography should include information on both home and school life. The students should then address their letters to the student they have just read about. Included in that letter could be a description of their own life at school and home and questions about the "foreign" students lifestyle.

Grade Level:
Elementary/Middle

Subject:
English

Original Aim:
Subject/verb agreement.

Original Activity:
Underline the subject and choose the correct form of the verb in the following sentences.

Infused Concept:
Multicultural understanding, Interdependence.

Infused Activity:
Use sentences in this exercise which will broaden the scope of your students' understanding of their own society and the world. Examples could be:

In Africa as much as 70% of the food (are, is) grown by women.

About 1 in 6 U.S. jobs (are, is) directly dependent upon trade with foreign nations.

(This type of infusion could also be used for sentence diagramming, adverb adjective use, or any other grammar work involving the use of sentences.)

Grade Level: Elementary **Subject:** Social Studies **Text:** **Our Neighbors in Latin America** Lesson: Life in the Viceroyalties	**Original Aim:** To demonstrate the role of women in wealthy Spanish society during the early days of colonization.	**Original Activity:** Discuss the comparison of the roles of Latin American women today with their roles in the early days.	**Infused Concept:** Social Justice Distribution	**Infused Activity:** Compare the roles of average women in modern Latin America with those from the wealthy classes—note likenesses and differences.
Grade Level: Elementary **Subject:** Religion **Text:** **Jesus Gives Joy,** William H. Sadlier, Inc., 1979. Lesson: God Made The World	**Original Aim:** Help students grow in understanding of God's creation of the world and its creatures.	**Original Activity:** Ask children to name one thing in the world for which they would like to thank God.	**Infused Concept:** Stewardship	**Infused Activity:** Ask children to think of something created by God that is in danger of being lost (endangered species, pure water, clean air, etc.). What would the world be like without _____? What can they do to become better stewards of this resource for themselves and future generations of God's children?
Grade Level: Elementary **Subject:** Science **Text:** **Concepts in Science,** Harcourt, Brace Jovanovich, New York, 1975. "The Water Drink"	**Original Aim:** To demonstrate the need and the means for procuring an adequate amount of pure water.	**Original Activity:** Discuss—Where does your supply come from? Make a map to trace the course of the water.	**Infused Concept:** Human dignity, Human rights	**Infused Activity:** How is Eastern Africa supplied with drinking water? Why do they often suffer from a shortage of water? What can (is being done) to provide for this basic need? or Show UNICEF filmstrip on "Safe Water: A Basic Human Right" (#5719 $2.00 U.S. Committee for UNICEF, 331 East 38 St., NYC, NY 10010)
Grade Level: Elementary **Subject:** Language Arts **Text:** **Language,** Scott, Foresman & Company, 1980. Lesson: Writing Letters to Get Information	**Original Aim:** To teach proper form for a letter of information.	**Original Activity:** Write letter to shoe store asking if your style and size are in stock.	**Infused Concept:** Stewardship, Empowerment	**Infused Activity:** Instead of original activity, ask students to compose a letter to the President of the U.S. asking him: - what he hopes to do about hunger in the U.S., - when he hopes to do it, - how he hopes to do it.

Books and Publications

Bread and Justice, James McGinnis, Paulist Press, 1979. Teacher's and student's books. Text introduces students to issues of new international economic order—trade, transnationals, global interdependence.

Bread for the World. Arthur Simon. Paulist Press, 1975. General introduction to world hunger and public policy.

Cry Justice: The Bible on Hunger and Poverty. Ronald Sider, Ed. Brings together biblical texts pertaining to hunger, justice and the poor. Bible study questions included. Paulist Press, 1980.

Experiencing More with Less. Meridith Sommers Dregni, Herald Press, 1983. An intergovernmental curriculum for camps, retreats, and other educational settings.

Farming the Lord's Land: Christian Perspectives on American Agriculture. Charles Lutz, Ed. Looks at the structures of U.S. agriculture and the manner of current farm practices.

Food First. Lappe, Frances Moore and Collins, Joseph. New York: Ballantine Books, 1975.

Fund-Raising Projects: With a World Hunger Emphasis. Paul Longacre, Scottsdale, PA. Herald Press, 1980. 70 pp.

How the Other Half Dies: The Real Reason for World Hunger. George, Susan. Montclair, NJ: Allanheld, Osmun & Co., Publishers, 1977.

Issues and Actions, bi-monthly publication from CRS on aspects of world hunger and development issues. Good classroom resource.

Growth with Equity.Mary Evelyn Jegen and Charles Wilber, Eds. Essays on perspectives on theology, basic human needs and agricultural development. Paulist Press, 1979.

North-South: A Program for Survival. The report of the Independent Commission on International Development Issues, chaired by Willy Brandt of West Germany. Cambridge, MA, MIT Press, 1980.

Overcoming World Hunger: The Challenge Ahead. Presidential Commission on World Hunger. Washington, DC: U.S. Government Printing Office, 1980.

The Overseas List: Opportunities for Living and Working in Developing Countries. David Beckman and Elizabeth Anne Donnelly. Describes opportunities for working and volunteering abroad.

Rich Christians in an Age of Hunger: A Biblical Study. Ronald J. Sider. A biblical and factual discussion of the responsibility of American Christians in a time of world hunger. Inter-Varsity Press, Downers Grove, IL.

Shaping a Peaceful World: A Guide for Hunger Retreats. Catholic Relief Services. 33 pp. A collection of retreat models, games, activities and resources for retreat organizers.

Small is Beautiful—Economics as if People Mattered. Schumacher, E.F. New York, NY: Harper and Row, 1973.

State of the World Atlas, ed. Michael Kidron and Ronald Segal. New York: Simon & Schuster. Provides new perspectives on growth, global problems, and resource distribution.

World Military and Social Expenditures, ed. Ruth Leger Sivard, World Policy Institute, 777 U.N. Plaza, New York, NY 10017.

World Hunger: The Responsibility of Christian Education. Suzanne C. Toton. Maryknoll, NY. Orbis Books, 1982. 210 pp. $7.95.

Resource Organizations

American Friends Service Committee (AFSC). 1501 Cherry Street, Philadelphia, PA 19102. Quaker-funded organization concerned with universal human rights, disarmament and peace issues.

Bread for the World, 802 Rhode Island Ave., N.E., Washington, DC 20018, (202) 769-0700. Ecumenical Christian organization. Information on hunger and development issues in the U.S. and the Third World. Good materials on Congressional legislation.

Catholic Relief Services, 1011 First Avenue, New York, NY, (212) 838-4700. Sponsors relief and development projects in Third World; films, speakers, curruculum materials, study guides on hunger and development issues.

Resources

(continued from page 15)

Clergy and Laity Concerned (CALC), 198 Broadway, Rm. 302, New York, NY 10038. Literature, audiovisuals, speakers, publications on Third World, militarism, human rights, liberation, etc.

Church World Service, 475 Riverside Drive, New York, NY, (212)870-2061. Third World and local development and disaster relief; educational materials for school use. Global education office: 2115 North Charles St., Baltimore, MD 21218 (301) 727-6106.

Center for Science in the Public Interest, 1757 So. Street N.W., Washington, DC 20009, (202) 332-9110.

Cornucopia Project of Rodale Press, 33 East Minor Street, Emmaus, PA 18049, (215) 967-5171. Information on the US food system and economically and ecologically healthy alternatives. Very good for science and nutrition students.

Food and Agricultural Organization of the U.N., United Nations Headquarters, New York, NY 10017, (212) 754-6039. Information on the state of the world's agricultural production.

Global Perspectives in Education, 218 East 18th Street, New York, NY 10003, (212) 474-0850. Resource for materials on aspects of global education, linking your community to the world.

Impact on Hunger, 145 East 49th Street, New York, NY 10017. Programs to educate the American public on the issue of world hunger.

Institute for Food and Development Policy, 1885 Mission Street, San Francisco, CA 94110, (415) 864-8555. Literature on food, agriculture and foreign aid.

Institute for Peace and Justice, 4144 Lindell St., #400, St. Louis, MO 63108. Source for publications, speakers, audiovisuals, curriculum guides on global peace and justice issues.

Jobs with Peace Campaign, 76 Summer Street, Boston, MA 02110. Statistical information on the effects of arms spending on the poor.

Maryknoll Justice & Peace Office, Maryknoll, NY 10545. Audiovisuals, speakers and publicity on social justice, human rights and development issues.

Network, 806 Rhode Island Ave., N.E., Washington, DC 20018. Catholic lobbying organization on military, trade, foreign aid, corporate responsibility, social justice issues.

Oxfam America, 115 Broadway, Boston, MA 02116, (617) 482-1211. Educational materials and sponsors local development projects in the Third World.

Overseas Development Council, 1717 Massachusetts Ave., N.W., Washington, DC 20036, (202) 234-8701. Source of materials on economic and social problems involved in development.

Pax Christi USA, 3000 N. Mango Ave., Chicago, Ill. 60634. Catholic organization providing speakers, publications and audiovisuals on disarmament, world order and peace issues.

Save the Children/Teachers College, Columbia Univ., "Someone Like Me Project," 116th and Broadway, New York, NY 10027. Hands-on hunger exhibits and computer games on hunger/development available.

United Nations High Commissioner for Refugees (UNHCR), United Nations Headquarters Room C301, New York, NY 10017, (212) 754-7601. Literature and audiovisuals on the world refugee situation.

U.S. Catholic Conference, Office of International Justice and Peace, 1312 Massachusetts Ave., NW, Washington, DC 20005. Source for church statements on international human rights and economic questions.

U.S. Committee for U.N.I.C.E.F., 331 East 38th Street, New York, NY 10016, (212) 686-5522. Resource for a wide range of educational materials on development issues for children.

U.S. Committee for World Food Day, 1001 22nd Street, NW, Washington, DC 20437, (202) 376-2306. Coordinates National World Food Day events.

Washington Office on Latin America (WOLA), 110 Maryland Ave., NE, Washington, DC 20002. Provides speakers, literature, reports on Latin America, human rights, political repression and social justice issues.

World Bank, 1818 H Street N.W., Washington, DC 20433 (202) 477-1234. Good source of statistical material on world development.

World Hunger Education Services, 2000 P Street N.W., Suite 205, Washington, DC 20036, (202) 223-2995. Resource information on other organizations working with hunger; publishes "Hunger Notes" monthly.

World Policy Institute, 777 United Nations Plaza, New York, NY 10017. Source for information on policy issues and world military and social expenditures.

Susana of Honduras

Development Is a New Name for Peace

My name is Susana Gonzales. I live on a farm just outside of a town called La Esperanza in Honduras. Esperanza means "Hope." My father and mother, my two sisters and a brother and I all live together in a one room house with a dirt floor and a tile roof. The walls are very thick—made from adobe bricks—which helps keep our house warm at night and cool during the hot summer months.

Each morning my father and brother go out to work in the fields. I stay at home and help my mother cook and take care of my brother. Fetching water from the spring occupies a big part of my day because we do not have any running water at my house. My father's work is very difficult because our farm is on a steep hillside and everything has to be done by hand. Last year during planting season it rained so hard that everything got washed down the hillside so we had to start over from scratch.

When I was younger we owned land in the valley, but we had to sell it to a wealthy man to pay off some debts. Some of the land is now used to raise cattle and some of it isn't being used at all.

Every year it seems like fewer and fewer families own their own land. My father says that in El Salvador, one of our neighbors, people are fighting because so many of them are without land.

On our land we grow corn and potatoes. Some we save, some we use to pay the rent on the land, and some my mother brings to the market to sell. She uses the money to buy rice and beans. Sometimes there is enough left over to buy something for the kitchen or material for a new dress.

My father belongs to a farmer's association which has received a small loan from a group in the United States called Catholic Relief Services to buy better seeds and fertilizer. My father says that these seeds will help us to grow more potatoes. I hope so because prices are going up so fast that it is getting harder and harder to keep from being hungry.

A man from the government came to see us last week. He talked about a new kind of corn we could plant which was not as tall as the kind we normally use, but would produce more and would not wash away as easily in the heavy rains. We were very interested until we found that expensive chemicals are needed to fertilize the plants. Sometimes it seems like the government only helps out the rich farmers.

In the evenings, my father meets with other members of our Farmer's Association to talk about something called "land reform." They say that the government has been promising them better land for a long time and maybe if they make their demands loud enough, the government will give them some good soil in the valley.

(This story is fictitious, but it reflects actual family situations in Honduras. The story is adapted from material published by Impact on Hunger.)

Susana of Honduras

Development Is a New Name for Peace

Concepts:

development, peace, stewardship

Purpose:

The aim of this lesson and the suggested activities is to illustrate the links between land, hunger and political turmoil. Students will have the opportunity to learn about the farming problems affecting a family in Honduras, look at solutions and take appropriate action to address the issue.

Honduras: How They Live

Honduras is the poorest and one of the least developed countries in all of Latin America. Over seventy-five percent of the rural population lives below the official poverty line of $125 per capita. Only five percent of the homes in rural areas have electricity and only 25-30% have access to clean water.

The poverty and lack of development in many areas in large degree stems from the inequitable manner in which resources, land, and government expenditures are distributed. Most of Honduras is covered by rugged mountain ranges, with only 14-16% of the total areas suitable for farming. Small farmers like Susana's family (see story), who make up two-thirds of the population, own only a small fraction of this. (See land distribution table.) An estimated one million rural people are without any land of their own and 400,000 of the most suitable acres along the north coast are controlled by transnational banana exporting companies. Much of the rest of the land is held by wealthy ranchers and cane and cotton farmers who produce for export and utilize only a fraction of their vast holdings.

Land Distribution Table

	Small Farms		Largest Farms	
	% of all farms	% of all land	% of all farms	% of all la
El Salvador	86.9	14.8	1.5	40.8
Honduras	82.7	22.4	2.4	48.8
Guatemala	82.4	18.7	2.1	47.7

Source: Statistical Abstract of Latin America, Vol. 20, 1980

Currently, Honduras must import 15-20% of such basic commodities as beans, corn, and rice, despite the fact that two-thirds of its population are engaged in agriculture. Studies have shown that, given modest resources, small farmers would be capable of producing higher yields per acre than the large landholders.

Many of the Honduran farmers have formed unions or associations to better address their needs in an organized fashion. Catholic Relief Services has provided grants to several of these organizations to help them set up cooperatives, seed banks, revolving credit funds and leadership training programs.

It is possible that Honduras will able to develop more quickly an avoid the widespread political tu moil which has plagued many of neighbors by enacting agrarian r forms. Land distribution remain most explosive issue in the regio the years leading to the outbrea civil war in neighboring El Salva land ownership became increasin concentrated. The proportion of less farmers soared from 12% in to 29% in 1971 and had reached 4 by 1975. Hunger was rampant, a according to a Save the Children Report, almost 75% of children u five exhibited signs of malnutriti

"The most acute form in which violence appears on our continen and in our country is what the bishops of Medellin called 'institu tionalized violence.' This is the p duct of an unjust situation in wh the majority of men and women, above all, children in our country find themselves deprived of the (cessities of life." (Archbishop Os Romero of San Salvador)

"Freed from the bondage of war that holds it captive in its threat, the world will at last be able to address its problems and to make genuine human progress so that each day there will be more freedom, more food, and more opportunity for every human who walks the face of the earth."
—Bishops' Peace Pastoral Letter, para. 294

Activity One (primary)

Have the children focus on children in other countries and why they might have conflicts. Try to help them see that the issues which confront children such as those living in Honduras vary according to their economic position, etc. Can you think of any children who have been in war? Where did they live? How did it affect their families? (family members dead, home destroyed, etc.) You might want to have them bring to class pictures from magazines which show children affected by war. How would you feel if some of these things happened to your family? Are there other ways people could solve their problems without war? How would they do it? Be open to their suggestions even if they seem unrealistic. Encourage them to dream of peace.

Have the children draw a picture of the world living in peace. Ask them to close their eyes and think about the word "peace" for a few minutes. Then have them draw whatever they want. Provide some space on the wall for their pictures after they have shared them with each other. Praise them for their peaceful vision.

Activity Two (primary)

Here is another activity to bring students back into the food production chain. Ask your students to bring baby food jars to class. You will need one for each pupil. Obtain a quantity of fresh cream adequate to fill each jar halfway. (Cream from a dairy or health food store which has not been ultra-pasturized works better.) Have them shake the containers for 20-30 minutes or until lumps have formed in the liquid. Pour off and save the excess buttermilk and use a wooden spoon to squeeze out any remaining liquid. Rinse the butter several times with cold water. The children may be puzzled by the color and taste. This could lead to a discussion of the additives, (food coloring, flavoring, salt, sugar) in the foods we eat.

Activity Three

(primary, middle)

Hunger and Resource Distribution: Place an open popcorn popper in the center of a circle drawn on a large piece of newsprint. The circle should be divided into numbered slices of unequal size. Give each child a number. As the popcorn pops it will distribute itself unevenly among the slices, leaving some with an abundance and others with only a kernal or two. (Spilling a bag of M&M's, though less dramatic, will accomplish the same result.) Point out that, just as in the real world, God has provided enough for everyone, but the resources to obtain food (the pie) are unequally divided. Have the students brainstorm possible ways to address the inequitable distribution (eg. short term solution: share some of their popcorn; long term solution: restructure the pie, etc.) and then choose one of them to implement. The students may want to re-draw a more equitable pie using a different color and repeat the activity. This will help to illustrate that each of us has the power to address the inequality of hunger.

Activity Four (middle)

Using a map, connect La Esperanza, Honduras to your own town. Make a comparison between farming techniques, land patterns, climate and crops grown in Honduras and those in the farming areas surrounding your town. Form small groups to discuss the types of experiences or farm equipment which could be shared with Honduran farmers. Are farmers in your own area having similar kinds of problems? What could farmers in Susana's village share with our farmers?

Activity Five

(middle, secondary)

After reading Susana's story, write the following two quotations on the blackboard:

"It is no use to have the greatest and best army in the world if the people are dying from hunger."
—Jose Napoleon Duarte, President of El Salvador

"No society can live in peace with itself or the world, without a full awareness of the worth and dignity of every human person, and of the sacredness of human life."
—U.S. Bishops Pastoral Letter on War and Peace

What do these statements have to say about the relationship between hunger and violence, development and peace?

Activity Six (middle, secondary)

Few of us living in the United States maintain direct ties with the land. In much of the world, however, farming still provides the source of livelihood for two-thirds of the people. It is because people are so dependent upon land that its inequitable distribution can be an explosive force in regions like Central America, India or Southeast Asia. Who controls the land determines who has work and who gets to eat.

The Bible and subsequent Church Social Teachings contain a design for just stewardship of the land which has many applications today. You may want to reflect on the insights offered by the following references: *Psalm 24:1-2, Deuteronomy 14:7-11, Numbers 26:52-56.*

"If certain landed estates impede the general prosperity because they are extensive, unused or poorly used, or because they bring hardships to peoples or are detrimental to the interests of the country, the common good sometimes demands their expropriation."
—Pope Paul VI "On Development of Peoples #23"

Activity Seven

(middle, secondary)

Have the students develop a plan for a community garden plot. Where will it be? What will they need? From whom do they need to obtain permission? How will they benefit? In a community garden, people share their tools, needs, knowledge and labor in an effort to grow their own food. It can be a very worthwhile experience for your students to work alongside others. It will also give some understanding of what most people go through to provide themselves with food. Your students may want to dedicate a portion of the food they grow to the needy.

Activity Eight (secondary)

Hold a hearing with students in your class representing the following groups:

- *Susana* and other members of her community who fear what the future has in store.
- *The wealthy landowners* in the area who feel they have a right to the land even if they are not using it.
- *A representative from the Honduran Government* (Ministry of Agrarian Reform.)
- *Members of the Farmer's Association* who believe that they need to press their demands more strongly if they are to feed their families.
- *An observer from the U.S. Congress' Foreign Aid Committee* which decides how agricultural and military assistance is distributed among poor nations.

Have each group prepare a statement and a proposed solution using the facts from the story. Is there a solution which is realistic, practical and promotes peace in the village?

Activity Nine (secondary)

This year the world will devote $850 billion to military purposes. Have students explore alternative uses for this money. How might diverting these resources to ending hunger, disease, illiteracy and underdevelopment better further the cause of world peace? Suggest that students undertake a study of the effects of militarism on the poor. How have budget cuts and increased defense spending affected low income people in your neighborhood? How might global defense spending adversely affect poor people in the Third World? The Interreligious Task force on U.S. Food Policy has published a study which might serve as a model, "The Effect of the Administration's Budget, Task and Military Policies." Write them at 100 Maryland Ave., N.E. Washington, D.C. 20002.

Activity Ten (secondary)

After reading the story and looking over the facts, hold a debate with students speaking on topics like: "The United States Should Spend Less on Military Expenses and More on Aid to the Hungry," or "Spending on Arms is the Best Way to Assure Global Peace."

Activity Eleven (secondary)

Have your students read John Steinbeck's *The Grapes of Wrath* (especially Chapter 19). This book describes the kind of problems faced by midwestern farmers, many of whom were forced to migrate west during the Dustbowl. A comparison of hunger for land, treatment at the hands of banks and wealthy landholders and subsequent episodes of violence shed light on what is happening today in much of Central and South America.

Suggestions for Action

Volunteer your time, energy or talents towards the service of others. Visit shut-ins, the elderly and the infirmed at hospitals, nursing homes and psychiatric centers. Spend time at a soup kitchen or shelter home where your services are needed.

Grow your own vegetables in a community garden. This is a good way to save energy needed to transport produce to your area. You may want to donate your produce to a local food pantry.

Write a letter to communicate to your congressperson or newspaper your concern about the hungry or the manner in which our resources are being used to fuel an arms race rather than to meet human needs.

Laksmi of India

Stewards of the Earth

Hello, my name is Laksmi Krishnamurti. I go to school in Ellepuram, India. Our village is about 40 kilometers outside of Madras City. I feel very lucky to go to classes. So many of the other girls in my village are not able to attend school because their mothers need them to stay home and help with the housework.

Our village used to be surrounded by a forest. The forest was very important to our community. We depended upon it for fuelwood to do our cooking and to boil our water. All of our water needs to be boiled first before we drink it because it carries diseases and parasites. We also gather plants and herbs in the forests. Some of these we eat and others we use for medicine.

Not too long ago, people in my village began to notice that the forest was disappearing. Many of the trees were cut down for fuelwood or were cleared away for more farm land. People in many of the neighboring villages began to notice the same thing. Since we were so dependent on the forest, we became very worried and decided it was time to do something about the disappearing trees.

Some students came from the university and spoke at our school. They said it was very important that the students and teachers in our village help to replant the forest before it was too late. They said that without the trees our soil could wash away and our wells might go dry.

Since all of us were very concerned about the problem, we decided to help. A group from our area, the Society for Action and Development, supplied us with the trees, which were purchased with money donated by an agency in the United States called Catholic Relief Services.

Some people from the Society for Action and Development came and taught us how to care for the trees, where to plant them, when to water them and how to be careful not to damage the roots.

We go out to plant the trees after school and on weekends when the weather is nice. Lately, it has been raining a lot so we haven't been able to plant too many. When we are finished we will have planted over 40,000 trees. We are planting several different types. Some you may have heard of like lemon, mango and apple. Others may not be so familiar like eucalyptus—which is used for fuelwood here.

I enjoy walking through the forest and also know how important the trees are to our community, so I'm glad that we were able to do something about the problem before it was too late.

Laksmi of India
Stewards of the Earth

Concepts:
stewardship,
multi-cultural
understanding

Purpose:
The aim of this lesson and the suggested activities is to help students discover that as Christians we have a responsibility to manage our life and property with proper regard for the rights of others. This may include changing our lifestyle or affecting the manner in which the earth's resources are currently being used.

Background Information
Stewardship, in the Christian sense, is the responsible use of our God-given earth and its resources in a manner that will provide an adequate standard of living for all.

The unchecked proliferation of arms, for example, can be seen as an unjust and inappropriate use of the earth's resources because it directs them away from providing for basic human needs in a world where 120 million young children have no school textbooks, 450 million people suffer from malnutrition and 2 billion have no access to clean water. Environmental degradation and misuse of our land or mineral resources are further examples of improper stewardship.

The problems which Laksmi's village faces (see story) are not unique to her community. In the last decade, 40% of the earth's natural forest cover has been destroyed and deforestation continues at a rate of 50 acres a minute. Last year alone, 28 million acres of forest—an area the size of Pennsylvania—were cut down.

Much of the forest loss stems from a combination of overconsumption in the developed nations and desperate poverty in the Third World. Though greed for precious woods like teak and mahogany has contributed to the loss of forests, most forests are lost to clearing for agriculture rather than for their timber. Also the search for fuelwood, still the major source of energy in most of the world, has denuded many regions. In other areas of the world, forests act as an escape valve for governments and wealthy landholders who are faced with population expansion and wish to avoid land reform. In Brazil, which possesses a third of the world's rain forests, 70 percent of the people are landless and 93 percent of the farmland is owned by a mere seven percent of the farmers. While much of the arable land on large Brazilian plantations remains unused, the landless poor are encouraged by the government to clear more and more of the tropical forest.

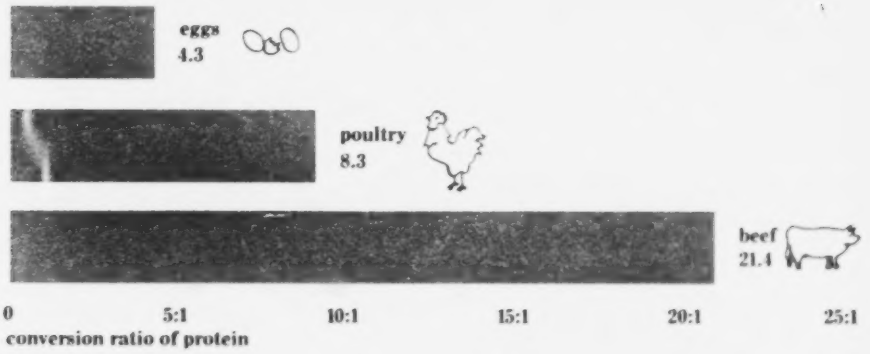
Overconsumption in the industrialized world—the U.S., Europe and Canada—also places a tremendous strain on the earth's resources. The average person in the developed world consumes ten times as much and places ten times the strain on the environment as his brothers and sisters in the Third World. Air pollution, acid rain and chemical pollutants are threatening our own forests and turning our lakes and rivers into aquatic deserts. This level of consumption creates stresses outside our country as well. In Central America, where 75% of the forests have disappeared since 1975, much of the problem is blamed on the expansion of rangeland for cattle ranching. Most of the beef produced in Central America is exported to the U.S. for fast-food hamburger chains.

Forests help control flooding and hold down topsoil. They are also a major factor in shaping global weather patterns. Some scientists predict that the disappearance of the world's great forests may affect the balance of oxygen and carbon dioxide in the atmosphere, and some day alter the amount of rain our own farmers receive. Steps need to be taken to defuse this environmental timebomb.

Catholic Relief Service is committed to helping the Third World communities protect their environment for future generations. The agency sponsors agro-forestry projects like that in Laksmi's community , promotes the use of fuel efficient stoves and alternative sources of energy, and provides resources for community water management programs.

To become better stewards of God's resources, we must all do our part to cut down on our level of consumption, to shift away from the "big is better" attitude to a "less is more" attitude. A simpler lifestyle, less encumbered by unnecessary consumption, leads to a more pleasant, more fulfilling, more enjoyable quality of life. In the process, such a lifestyle will take some of the pressure off the global environment.

Pounds of Protein fed to livestock to get 1 lb. of Meat, Poultry or Eggs for human consumption.



Activity One (primary)

Show the children pictures of polluted waterways, land and air from news and science magazines. Ask them what they think happened to these wonderful gifts of God that are so ugly now. Allow them to express their ideas about the causes of pollution. Explain to them that many of these problems have come from people who have not cared about what happens to the water, etc., when they waste things or throw them away. These people don't seem to value our gifts the way that they should. You might ask them to reflect on how they care for gifts they receive and how people have forgotten that the earth is a gift. You could have them draw pictures of what the polluted areas would look like after they had been "cleaned up."

Activity Two (primary)

Have students plant seeds in the classroom and watch the plants grow so that they can experience what Laksmi did to care for her plants. Mung beans and alfalfa sprouts are the most commonly used seeds. All you need is a warm place, water and some wide mouthed jars. What is needed to keep the plants healthy? What could endanger the plants? Alternatively you might want to take them to a nursery and have them select some trees or shrubs to plant around the school building.

Activity Three (primary)

Using a map, connect the village of Ellepuram (near Madras City) to your own community. List yourself, or have the students list, on the blackboard some elements of Laksmi's life that are similar to the lives of the students (e.g., go to school, live near a forest, help mothers, etc.). Do the same for differences (e.g., cook over wood, collect herbs, boil all water, etc.). You may want to discuss with them why some things are similar and some different.

Activity Four (middle)

Assign the students the task of "inspecting" their own classroom, school building, school neighborhood and waiting areas that need restoring or renewing. Just as Laksmi joined with other students, encourage the class to decide which problem is practical for them to address. Have them seek permission from administrators and provide time and opportunities to complete the project the students have organized.

At the completion of the project, invite students to reflect on the meaning of stewardship as they experienced it themselves. What skills were needed? Cooperation, communication, problem solving, conflict management. Encourage the students to express some part of their reflection by any of these means:

- drawing a "before and after" picture,
- writing a two part poem or song,
- any other creative form of expression designed by the student.

Activity Five (middle)

Find Laksmi's home on the map. Measure the distance from your home to hers in miles and kilometers. Read about Laksmi's country in an encyclopedia or geography book. Make a list of the things which her country has in common with your own, things which are different. Have them write a letter explaining what they have learned about her community and the problems she faces comparing this with some of the environmental problems they face here at home.

Activity Six (middle)

Perhaps there is an area near your community which is suffering from erosion or deforestation. You might want to invite someone from the forestry department to come in and talk about the problems. Students could then raise money to purchase some seedlings which they could plant and care for.

Activity Seven

(middle, secondary)

Have each student select a country and write a letter to an imaginary pen pal in that country. Have students ask specific questions such as what is the population of the country, what is the per capita income, what are the main farm and industrial products, do they have trade with the U.S., what are some of the problems and pressing needs in their pen pals' community? Exchange the letters with other students in the class. Students then become the "pen pal" and answer the letters.

"If the arms race in all its dimensions is not reversed, resources will not be available for the human needs so evident in many parts of the globe and in our own country as well . . . We say the political will to re-orient resources to human needs and re-direct the industrial, scientific and technological capacity to meet those needs is part of the nuclear age."
—Bishops' Pastoral Letter on War and Peace, para 271.

Activity Eight

(middle, secondary)

Have students examine their personal use of resources to determine if there are ways to become better stewards. How can they cut down on waste or pollution in order to re-orient resources to meet human needs? The following are some suggestions:

- Don't litter by throwing things on the ground.
- Try to avoid using disposable items like plastic or styrofoam.
- Only buy returnable bottles.
- Don't throw oil and other waste in the sewer. Bring them to a garbage dump.
- Recycle aluminum, glass and newspaper.
- Try not to waste food or water.
- Walk or ride a bike instead of using the car when possible.
- Examine purchases of new appliances, clothes, etc., to see if they add to quality of life.
- Cut down on consumption of junk foods.

Activity Nine (secondary)

Set up a bulletin board for students' contributions of clippings about environmental problems around the world; forests disappearing, "acid rain," air pollution, oil spills, chemical waste, etc. What are some of the problems which endanger the global environment? How can they contribute to removing the danger? They could write to the *United Nations Environment Program* to ask for more information, P.O. Box 30553, Nairobi, Kenya. The program is currently focusing on marine pollution, desertification and the ecology of rural settlements. They may want to do research papers on some particular global environmental problem.

Activity Ten (secondary)

Have your students select an environmental problem close to home for more thorough study. You may want to set up a debate or panel discussion on solutions to the problem. Another possibility is to sponsor a hearing on the issue. Students could represent City Council members, a representative from the EPA, community members affected by the problem, the person or company responsible for the pollution, etc. Is there a fair solution which is in everybody's interest? You may want to invite real representatives from the parties to speak in your classroom or before the School.

Activity Eleven (secondary)

Have your students research a particular environmental problem and find who is responsible for solving it. Then write local or national elected representatives or agency heads urging that more attention and resources be allocated to confronting the problem.

Resources

The Gift of Land (1982) These five filmstrips deal with good stewardship of the land, values and lifestyles, and environmental problems. They are available as free loans from CROP/CWS, Box 968, Elkhart, IN 46515.

Kottar Model for Development (1981) This film examines village cooperative development in southern India. Available from Catholic Relief Services; 18 minutes.

Lifestyle: *Experiencing More With Less,* Meredith Sommers Dregni, Herald Press, 1983. This is an integrated curriculum for camps, retreats, and other educational settings.

Environment: *Down to Earth: Environment and Human Needs,* Erik Eckholm, Pluto Press, London, 1982. This book presents the major environmental issues of the past decade in easy to read journalistic style, and shows the links between poverty and ecological destruction.

Fund Raising: *Fund Raising Projects with a World Hunger Emphasis,* Paul Longacre, available from Discipleship Resources, Box 840, Nashville, TN 37202. The book describes 21 examples of activities for raising funds that also ease the burden overconsumption puts on the environment and on our hungry brothers and sisters.

Maria of Peru

Sharing With the Children Of the World

Alabado! My name is Maria. I live with my family high in the Andes mountains in south-eastern Peru. It is very windy and dry here on the *Altiplano*. My family and I live in a small house with mud walls and a thatched roof. Because we are very high in the mountains it gets very cold at night so we sleep close together to keep warm.

It is always very difficult for our family to find enough food to eat, especially when we don't get too much rain. We grow potatoes to eat and raise sheep for their wool. My whole family helps weave the wool into shawls, *ponchos* and blankets. The warm clothes protect us against the bitter-cold mountain winds. Some times we take the wool to the *cjatu* to sell.

I help my brother Simon take care of the sheep. In the morning, we get up early, put on our felt hats and take the sheep to the grazing pastures. My mother gives each of us a boiled potato to eat along the way.

This year I think there will be enough grass for the sheep. A year ago we had a terrible drought. Many of our sheep died and we lost most of our potato crop. We had nothing to eat.

There were no clouds, nothing. We were praying to God that it would rain so that we would have pasture for the animals. For a long time we received no help. The government is far away in Lima and they don't pay attention to the problems of Indian families like ours. The sheep were so hungry that they started to lick the earth, trying to find roots to eat.

Finally we received assistance from an agency in the United States, Catholic Relief Services (CRS). We were very grateful that they just didn't give us food, but they helped our entire community to combat the effects of the terrible drought.

We were given money to dig a well and buy a water pump. Our community also set up a "seed bank" so that we can now borrow seed to plant our potatoes even if there is another drought. And we got medicines to make sure that the few sheep that we had remaining would stay healthy.

With their help we are continuing to work with some of the other families to make sure that we will have enough food if another drought comes. In our country we say "Dios se lo pague"—"Thanks, God will repay you."

Maria of Peru
Sharing With the Children Of the World

Concepts:
Justice, human dignity, multi-cultural understanding

Purpose:
The lesson will allow students to see how God's children in other parts of the world live and to recognize the similarities between other cultures and our own. It will also help students to see the relationship between hunger and poverty and that there are ways in which they can share in the creation of a more equitable distribution of the globe's resources to purchase and produce food.

Peru: How They Live
Maria and her family are direct descendants of the Incas. The vast Inca empire stretched from what is now Peru to parts of Chile, Bolivia, Ecuador, Argentina and Paraguay. In 1532, the Incas were conquered by the Spanish. Maria speaks both Spanish and Quechua (pronounced Keech-u-wah), the language of her ancestors. If you visited her you would hear words of both languages spoken.

1. Alabado (ah-lah-bah-DO) = hello. God be praised.
2. Altiplano (al-tee-PLAH-no = high plain
3. cjatu (HAH-tu) = market
4. Dios se lo pague (dee-o-say-low-PAH-ghai) = Thanks. God will repay you.
5. poncho (POHN-cho) = cape or coat

Maria's home roosts in the Andean alti-plano in south-eastern Peru—one of the poorest and most isolated areas of the country. Descended from the original Inca inhabitants who were virtually decimated after the Spanish conquest, Indians, like Maria and her family, have been isolated from Peru's economic development. Mostly relegated to eroded mountain sides or to the barren, windswept moonscape of the Alti-plano, they eke out a scanty living high above the fertile valley land or coastal plantations of the large haciendas.

Partial land reform measures and the benefits of progress have largely bypassed the Indian communities. If anything, living conditions have grown worse, with family plots subdivided and fragmented through the generations.

Almost all the features of serious underdevelopment exist here: acute shortage of arable land, soil erosion, lack of clean water supplies and sanitation, high illiteracy rates (especially among women) and the resulting fatalistic acceptance of relentless work for a poor diet.

At altitudes ranging between 3,000 meters and 4,800 meters, family strips yield subsistance crops of potatoes and maize, occasionally wheat, and the more nutritious varieties of pigweed. What they cannot grow they must buy. Cash comes from selling part of the precious crop, from weaving, raising a few animals, or hiring out their labour to the better-off. Incomes fall increasingly short of meeting the family's basic needs.

At these altitudes the thin atmosphere cannot absorb much heat and, when the midday sun drops behind the clouds, temperatures can fall 6 degrees centigrade in as many minutes. The people wear handwoven clothes from homespun wool. Their mountains are beautiful but bleak, with freezing night temperatures and morning fog. Rain, when it comes, is unpredictable and heavy.

With such extremes of weather in mind, homes are built with stone and mud walls under a thatched roof with only a small aperture to allow smoke to escape from the single main room where the cooking is done on homemade earthen stoves. Inside, sardine-like living arrangements ensure warmth, but not hygiene or ventilation. Eating, living, sleeping in the smoky room, a family of 8 to 12 may be born and raised. Or partially raised, for only about half of all children survive their first six years.

Health hazards are built into their lives even before birth.

By the time a child is three or four (s)he will already have suffered up to 20 bouts of diarrhea, a series of lung infections, several attacks of bronchitis and conjunctivitis, each illness lowering resistance to the next. The underlying factor, of course, in both children and adults, is malnutrition, usually the invisible kind of vitamin and protein deficiency which quietly steals away energy, robs the body of growth and leaves it easy prey to the respiratory and gastro-intestinal infections which are the chief killers of the Alti-plano. Even accidents from burns or other encounters of unprotected bodies with a harsh environment are frequent. Poverty, in short, is dangerous.

"You will want to seek out the structural reasons which foster or cause the different forms of poverty in the world and in your own country, so that you can apply the proper remedies . . . (because) the poor of the United States and of the world are your brothers and sisters in Christ."
—John Paul II, Yankee Stadium, 1979

Because of their bleak economic circumstances and the lack of interest shown by the Peruvian government, the Indians of the alti-plano are especially vulnerable to natural disasters like droughts, floods and famine.

In 1982-83, a terrible drought struck the region killing many of the livestock and preventing the Indians from growing crops. At the request of the local Church, CRS was able to channel both its own resources and a grant from the U.S. Government to meet emergency needs throughout the area. Communities like Maria's were given small grants to help them overcome the immediate effects of the drought and to prepare themselves in the event of a future drought. These grants were used to purchase and immunize livestock, create seed banks, dig wells and buy handpumps.

Activity One (primary)

Ask students to read through Maria's story and list the ways her life is like their own. How is it different?

Ask students to give reasons why Maria's family did not have enough food when the drought came. What has made a difference for the community?

Activity Two (primary)

Ask your students to imagine what it feels like to be sick, recalling the last time they were ill or bedridden—the weakness, the lethargy. How would it feel to go to church or school in this state? To work around the house or yard?

Remind them that this is the way that many of the world's children feel most of the time because they are malnourished and weakened by hunger related illnesses. Then have them imagine what it felt like to be well again, to be able to laugh and run. Have them picture the hungry children with plenty to eat, now smiling and laughing with their friends. What could they do to make this picture a reality?
(adopted from Impact on Hunger materials)

Activity Three (primary)

Have your class imagine what it might be like to have no food or water for a whole day. Then imagine how happy Maria's family was to receive seeds and a water pump. Instead of a "seed bank," have your class begin a penny bank to help people like those in Maria's village to buy seeds.

Activity Four (middle)

Have your students locate their town/city on the map of the United States and Maria's in Peru, South America. Draw a line between the two. Have them research, using an encyclopedia, books, magazines and newspapers, the various cultural (eg. music, dance, costume), religious (eg. missionaries), economic (eg. imports, jobs), and political (eg. events) ties linking them with Peru or South America. They may want to make a list of these or cut out pictures to represent each of the things in a collage.

Activity Five (middle)

Reflection on the parable of the woman and the coins (Mark 12:41-44) Maria and her family remind us of the old woman in the parable. Although they are poor, they share everything they have with each other and their neighbors. Jesus uses this parable to demonstrate how we should give willingly from our hearts. The rich men gave of their abundance in order to buy God's favor, but the widow shared her substance so that others might be given the opportunity to live. What does it mean to give of your substance? Do we share willingly with others?

Activity Six (middle)

Many think of the potato as a European invention. In fact, potato cultivation comes to us from the Incas. Even today, the Indian farmers of the Andes rely on potatoes which come in thousands of shapes and sizes and colors as their staple crop. In the U.S. we cultivate only six or seven of these varieties. Bring samples of different varieties to class. Have students write an essay comparing the role of the potato in various cultures or discuss how food from other cultures has made contributions to our own diet. A good resource is the May 1982 issue of National Geographic which has a 26 page article, "The Incredible Potato."

Activity Seven (middle)

Have students write a short narrative which involves a situation in their own lives when they received or offered help to another person. Why did they do it? How did it make them feel? How did other people react? After students have corrected and proofread their stories, consider publishing them on the bulletin board or in a mimeographed booklet.

Activity Eight

(middle, secondary)

In the story we learn that the government in Peru does not pay much attention to the problems of Indian families. Why do you think this is true? Have your students find out if anything like this occurs in the U.S. Have they experienced any kind of discrimination themselves either because they were different or for other reasons?

Activity Nine

(middle, secondary)

Read through the story again and have your students identify what important elements (self-reliance, community participation, initiative) have helped the communities involved to overcome the barriers of hunger and poverty to become more self-sufficient? How might these same elements be employed to address the social problems we find here at home?

Activity Ten (middle, secondary)

Have each student select a country and write a letter to an imaginary pen pan in that country. Have students ask specific questions such as: What is the population of the country? What is the per capita income? What are the main farm and industrial products? Do they have trade with the U.S.? What are some of the problems and pressing needs in their pen-pals' community? Exchange the letters with other students in the class. Students then become the "pen pal" and answer the letter.

Activity Eleven (secondary)

To demonstrate how interests and values affect our international decisions, have students role play a situation involving participation in CRS' Operation Rice Bowl campaign or another overseas charitable drive. Assign the roles at least one day ahead of time so that each participant will have time to plan his or her dialogue. Consider using situations such as a student wants to participate, but the parent sees no value in doing so; or a neighbor who has been asked to contribute refuses to do so and demands that the student give some reasons as to why the campaign is worthwhile. Why is this particular drive important? By analyzing the role, interests, values and information used in making their decisions, they will be able to see how these factors enter into international decision-making generally. Alternatively, you might have the class role play on how it might decide to contribute $500 won in a local contest to charity.

Activity Twelve (secondary)

Have your students write letters to their local representatives in Washington requesting that more foreign aid be made available to agencies which can help the people in developing countries to prevent famines from occuring. They might want to monitor news accounts of drought or refugees and then bring the attention of elected officials to these concerns.

Activity Thirteen (secondary)

Global Luncheon: This activity is intended to make participants aware of the disparities in food availability and income which exists between various parts of the world. It will instill a strong sense of the injustice of current resource distribution and an awareness of their own relative abundance.

Organization: Invite participants to attend a special Global Village luncheon or dinner. Distribute tickets to all participants bearing the numbers 1, 2 or 3 which assign them to a table. These numbers correspond to 1) the wealthy industrial nations, 2) the less developed nations, 3) the poor developing nations of the Third World.

Once seated, an appropriate menu will be served each group. The threes (64%) receive a small bowl of rice and a glass of water; the twos slightly more rice and broth or vegetable and a glass of water; the ones, a complete meal of meat, vegetables, bread, dessert and beverages in abundant proportions. The banquet may help participants understand how unjust treatment can create tensions which lead to violence. As the fruits of injustice ripen, the have-nots will begin to demand their fair share. Afterwards sponsor a forum for discussion of feelings and experiences with spokespersons from each group.

Frederick of Senegal

The Development Gap

My name is Frederick Bassene, I come from a poor village on the banks of the Casamance River in Senegal. I live in a small thatched hut with my mother and father and my two brothers. We eat all of our meals together, seated on the floor, sharing food out of one big bowl.

During the rainy seasons, July, August, and September when our fields become flooded, everybody joins together to plant rice. . . the whole village including the children and the old people. Then everyone is very busy planting and caring for the rice seedlings. But the rainy season lasts only three months a year and there are not many opportunities to find work the other nine months.

People in my village frequently go hungry because we cannot grow enough food and it is difficult to earn money. It is especially bad if the rains come late or don't come at all. When this happens, we all share what we have and manage somehow to survive.

Many of my friends have left the village to go to Dakar, the capital of our country, which is about 300 miles away. They hope there will be more opportunities there. I think someday I may go there myself to go to school or look for a job so that I can earn money to help my family. But I don't want to leave my home in the village.

Some of my friends have returned and have terrible stories to tell about the awful conditions in the capital. They lived in cardboard houses in shanty towns with no clean water and almost no food to eat. Any job, let alone a good job, was very hard to find.

After living in the city, my friends are different, it is not easy for them to get used to life in the village again. They dream of the lights and the excitement of the city. Some talk of going back, but we need them here to help with the rice planting during the next rainy season.

Recently, things have started to look better because there is a new project in our area to start a fishing industry. The project is sponsored by our government and Catholic Relief Services. Several groups of young men in our village have been given a loan of nets, floats and a motor and have been taught how to fish. There is a man from the government Ministry of Fishing who comes once a week to find out how they are doing.

I have formed a group with seven of my friends. We first had to borrow money from our families to buy a boat and now we are waiting for the equipment.

The new fishing industry means a lot to our community. The young men will now have something to do during the long dry season, our diet has improved since we have more fish to eat, and it has created jobs for some of the women who dry and sell the fish.

We can hardly wait for our equipment to get started. I am very confident that our group will be successful and that we will pay off our loans so that the money can be used to give other young men the same opportunities.

Frederick of Senegal
The Development Gap

Concepts:

Development, human dignity, multi-cultural understanding

Purpose:

This lesson will help students to understand the meaning of development. The activities explore what is needed to promote full human dignity and development and why many people around the world are deprived of these things. The students will then identify ways they can help provide development opportunities for others.

Background Information

"Every man has the right
to find in the world around him
all he needs
for life and for progress.
The earth's goods
must be divided fairly
and this right of every man
to a just share
comes first.
Even the right to private property
and the right to free enterprise
must yield to justice.
All other rights
must help, not block,
the basic right of every man."
—*The Development of Peoples*
Pope Paul VI

The industrialized countries of the North are usually referred to as "developed" while Third World countries are called "underdeveloped" or more accurately, "developing."

What does development really mean? For some people it may mean escape from hunger and disease, for others learning to make use of a talent or skill. For someone else it could mean overcoming fear or hatred. Most people would describe development as growth. But what kind of growth?

There are many dimensions to human growth, physical, emotional, intellectual, moral. A child needs more than food and shelter to grow well. Love and security are essential as well as opportunities in learning how to make good choices in the things one does. The purpose finally is to enable one to take responsibility for one's life and to develop the seeds of aptitudes and qualities which lie within us.

While everybody in the world has the same needs for their development, imbalances in the world systems and within countries mean that some people get more than is necessary to satisfy their needs while vast numbers cannot even meet their basic needs. Such imbalance affects the development of those who have too much as well as those who haven't enough.

The urge to have more than necessary is not always due to deliberate greed. More often it comes from ignorance of one's true needs for development as well as a lack of awareness of the needs and rights of others.

Becoming more aware of our place in the world and more active in the business of sharing is a vital part of our development as human beings.

So, while development means everyone living happier, healthier, fuller and more meaningful lives, it also means greater justice and equality in the sharing of power and wealth in the world.

Frederick's home is in Senegal, a country which has experienced slow and very uneven development. Like many developing countries, Senegal is really two nations in one: a modern, industrialized urban sector and an impoverished, underdeveloped rural sector. For the 70% of Senegalese who inhabit rural areas, living conditions have improved little in centuries. Most still live in grass and mud huts without schools, health care, adequate food and clean water.

Because of this uneven development, cities like Dakar, the Capital of Frederick's country, are growing at alarming rates, their ranks swelled by an influx from rural areas. The lack of opportunities and the promise of a better life have lured many people away from the countryside, draining rural areas of much needed manpower and placing stress on limited urban resources.

This symptom of uneven development is present throughout the Third World. In 1971 there were 71 cities with populations over one million; but by the year 2000 there are projected to be over 400. As a result of the crowded conditions, many developing nations are experiencing increasing poverty and social unrest and are losing their ability to produce sufficient food as more and more people leave their farms to move to the city.

Much of this uneven development can be traced to a colonial history which did little to develop the human potential in rural areas. Senegal's own colonial heritage dates back to the 17th century.

Prior to the Colonial era, landholding systems varied from region to region in what is now the Third World, but

access to sufficient land for farming was rarely a problem for the peasant populations. They cultivated enough to live on and plenty to store for times of shortage. Often land was communally owned or farmed and crops were varied and suited the needs of the people.

During colonial times, however, much of the best farming land was converted to grow non-food cash crops to export back to Europe as raw materials. With the export earnings, the new foreign landowners imported European goods for their own use. In many cases surplus European grains were also imported and sold cheaply to the dispossessed who now worked the land for their masters.

Thus began a system which helped to build wealth and industry in Europe but distorted the self-reliant agricultural systems of colonized countries and left large sections of the population without enough food, schools or adequate health care.

Senegal's independence in 1960 has brought little change in general because local groups copy the ways of the colonizers. They continue to import goods from the industrialized North and to export cash crops to pay for them. The majority of local people still find themselves working to produce crops, like peanuts or rice for export, with barely enough land or food to live on themselves. Ninety percent of the population is illiterate, only half the elementary school age population has classrooms, and only one in ten attend secondary school. The per capita annual income is $330.

One way to correct the imbalance and reduce the flow of people to the city is to create employment and educational opportunities for young people in rural areas. The fishing project in Frederick's village is just one example of how CRS is working with local Church groups and government agencies to address this need and promote human development in Senegal.

Activity One (primary)

Have you ever known or seen hungry persons? Have you ever experienced hunger yourself? How did you think, feel, act? Have you ever heard about hungry people in other parts of the world? Why are these people hungry? What can we do to help them? Explain that they do not have enough food because they are too poor. The best way to help them is to provide them with resources to grow their own food or to earn income to purchase more food.

Activity Two

(primary, middle)

Invite the students to develop a wall map connecting their city to Senegal using colored wool. Using the information from the CRS cooperative fishing project, invite the students to print on small colored cards the kinds of equipment that could come from their country to help Frederick and his friends succeed in learning new fishing skills. Place these cards along a colored piece of yarn leading from their country to Senegal. On another colored piece of yarn place small cards printed with possible exchange products fron Senegal back to the students' country.

Activity Three

(primary, middle)

Encourage students to share what they know about world hunger from television and newspapers.

When they are attentive, open the Bible to St. Matthew's Gospel 15:32-38 and tell the story of the miracle of the loaves. Focus on the compassion Christ had for the people, how he used his great power to help them, and how they didn't waste the remaining food.

After a short moment for reflection, ask the children to share their reaction to Christ's actions. Try to stress His caring and sharing. Some questions which will continue the discussion to the present topic could be:

- How do you think he wants us to feel about the hungry people?
- Do you think he would want us to use some of our powers to help them?
- What powers do we have?
- Why do you think he didn't want the food wasted? (it is a gift from the Father.)

Activity Four (primary, middle)

Have each student select an ethnic group that they would like to know about. It is all right if more than one student has the same group. Explain to the students that we are going to make cultural books about these groups. If possible, try to have each student get an art book of at least 9x12 or bigger. Each page of the book will be devoted to one of these themes or others that you might choose:

language (some words)
clothing
dance
food
heroes
feast days (favorite saints)
songs
games
maps of home country

The overall theme for the books will be "What These People Have Given to America." On each page have the students draw, paste, and write information about their group. For example, if the group is Italian, for the food page there could be pictures of favorite dishes.

Invite someone to your class who knows something about customs of some of the groups being studied. Have them share some insights into why it's good to be what they are. Encourage them to bring art work, clothing, etc. from their ethnic group. (e.g. Ukranian Easter Eggs.)

Activity Five (middle)

After your students have read the story of Frederick, divide the class into four groups and assign a separate task to each. (Materials needed: newsprint, magic marker.) Allow 10 minutes.

Group I: List as many likenesses between themselves and Frederick.

Group II: List as many aspirations and opportunities for the future which they have in common with Frederick.

Group III: List as many differences between themselves and Frederick.

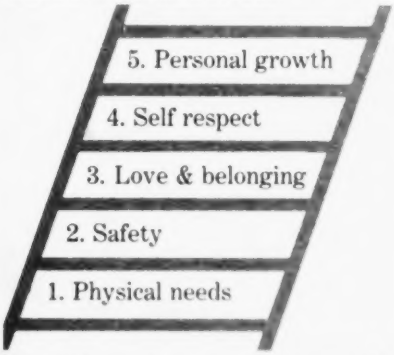
Group IV: List as many aspirations and opportunities for the future which differ between themselves and Frederick.

Have them identify the barriers preventing people like Frederick from having the same opportunities as they do. Also, what could they do to help?

Activity Six

(middle, secondary)

Ladder of Human Needs



We all have the same human needs. The physical needs are basic. When people have nothing to eat or are suffering, they cannot really think about other things. Once our needs at a particular level are met we tend to turn our attention to the next need on the scale. So once we know we are safe and secure, we turn to our need to love and be loved, to belong in the particular group or community where we feel we have a place. From this comes our sense of self worth. Only when we have a certain healthy respect for ourselves are we free to turn our energies to the full growth of human potential hidden within us.

Have your students form groups and list what they feel necessary to fulfill their needs in each category. Then have them list the same for Frederick. How are their needs different from his? How are his opportunities to fulfill his needs different? How could they help provide Frederick with more opportunities to meet his needs?

Activity Seven

(middle, secondary)

Have your students write a short story showing how Frederick and his seven friends were affected by their training in new fishing skills. What difference did this make in their present daily life and in their hopes for the future? How have the efforts of Frederick and his seven friends helped the development of their entire village?

Activity Eight

(middle, secondary)

Have your students close their eyes and try to imagine a world where there is no chance to go to school and no opportunities to find a job; where they could not read their favorite books because they didn't learn how; where they couldn't write letters to their friends because they weren't able to write, etc. This is the reality of Frederick's world in Senegal. Most people cannot read or write, only half the children have any primary schooling and only 10% can attend secondary school. The families of the children, who are very poor to begin with, must not only buy all of their books, pens and paper, but also the desk and chairs. What could they do to provide more opportunities for Frederick and his friends?

Activity Nine

(middle, secondary)

In encyclicals like Pope Paul VI, *The Development of Peoples*, the church talks about the importance of human development in both the physical and spiritual sense. This activity should help your students to grasp the concept of development.

We use the word "development" in many ways. A child's "development" means growth and education. Construction of a housing project or new shopping mall is referred to as development. We also talk about developing film or developing an idea. In all cases, the word refers to bringing out the greater possibilities or capabilities in something. Have your students explore the meaning of the word in these different contexts. Where is development taking place in your community? What makes the development possible? What contribution will the development make to your community? Why is it important that people develop too? What factors prevent their development?

Activity Ten

(middle, secondary)

Imagine that Frederick is a visitor your town. What would you like to say to him when he visits your clas for the day? What would you share with him? What could Frederick share with you? What might he thi of your town? Would there be any activities you would do with Frederick? Have them compose an activ ty which incorporates these sugges tions.

Draw a cartoon of four segments planning Frederick's daily life as yo picture it. Write a skit depicting an imaginary visit to Frederick's village. What would you do with Frederick? What would you say to his family? What could Frederick teach you?

Activity Eleven (secondary)

Discuss the meaning of the following "Give me a fish and you have fed m for a day.
Teach me to fish and you have fed me for a lifetime."

What is the difference in approach t solving the problem? Encourage your students to look at the way problems are addressed in your com munity which reflect the difference in approach: providing soup kitchen vs. employment opportunities, welfare payments vs. better education or skills training, (i.e., alleviating th symptoms vs. removing the causes).

Some Facts:

Poverty—2,000,000,000 people live o incomes below $500 per year.

Hunger—450,000,000 suffer from hunger and malnutrition, including an estmated 15-20,000,000 in the U.S., despite the fact that the world currently produces enough grain to provide 3,000 calories a day—an ade quate diet—for everyone.

Jobs—600,000,000 have no jobs or are less than fully employed.

Sanitation—2,000,000,000 do not have a dependable supply of safe water to drink.

Education—120,000,000 young children of school age have no schoo to go to.

Military—$850,000,000,000 was spent on military purposes by our world in 1983, $110 for every one of the 4.2 billion men, women and children on this planet.

Mario of Panama

The World in Your Cup

After school, Mario Ramirez helps his father with the coffee harvest. Mario's family lives in the mountainous Veraguas (Vair ah gwas) region of northwestern Panama which is ideally suited for growing the bright red coffee berries. His family also grows corn and vegetables on some of their land.

When the beans are harvested, Mario helps lay them out in the sun to dry before they are transported to market. Mario can remember the long trips he would make walking next to his father along the dirt road to the market in Santa Fe. He would help lift the heavy sacks onto his father's back and then help him unload when they reached their destination.

Mario enjoys going to school several hours each day but the primary school which he attends has a shortage of both materials and teachers. Mario's parents have to buy his books, paper and pencils from the money left after selling their coffee and buying necessities like food, soap and material for clothing. Because there is a shortage of money and teachers, the school is only open five months a year.

Mario has an older brother who sometimes sends his family money from Panama City where he has gone to find work. Mario thinks that someday he too will leave the village to go to work in the city so he can help support his family. He knows from his brothers' visits, though, that life in the city is very different, conditions in the shanty towns are unhealthy and good jobs are difficult to find.

A few years ago, many of the families in Mario's community formed a coffee-growers "cooperative." Mario hopes that the cooperative will help things to be better for his younger brother and sister. There is already a cooperative store where things can be bought more cheaply, and the cooperative pays the farmers a better price for their coffee. There is even talk of building a new school and getting a full time teacher.

The cooperative to which Mario's family belongs received financial support to get started from Catholic Relief Services. All of the families pooled their money to help buy a tractor which is now used to till the soil and to transport the coffee beans to market. Mario is glad they have the tractor because his father isn't so tired after the long trip to the market and now there is more time to grow food and do other things together.

Mario of Panama
The World in Your Cup

Concepts:
Interdependence, multi-cultural understanding

Purpose:
The aim of this lesson and the suggested activities is to help students discover their international linkages.

Background Information
We live in an increasingly interdependent world, but by and large these linkages go unnoticed. Our image of world affairs is often incomplete. We only see and hear about those foreign policies and actions which are carried out by governments. But world affairs are also conducted by corporations, by a variety of non-governmental organizations like CRS, church groups and educational organizations, and by individuals like ourselves. In fact, the non-governmental sector has been responsible for most of the increased interdependence we find today.

These mapping and linking activities will help students to discover the enormous system of international linkages in which they play a role, either personally or indirectly, through family and friends. It is hoped that they will begin to recognize that their international interests and linkages lie beyond the periodic newspaper headline. They will also discover that these linkages add significantly to their lives and do not merely pose a problem or threaten our way of life.

"An interdependent world requires an understanding that key policy questions today involve a mutuality of interest. If the monetary and trading systems are not governed by sensitivity to mutual needs, they can be destroyed. If the protection of human rights and the promotion of human needs are left as orphans in the diplomatic arena, the stability we seek in increased armaments will eventually be threatened by rights denied and needs unmet in vast sectors of the globe. If future planning about conservation of and access to resources is relegated to a pure struggle of power, we shall simply guarantee conflict in the future." (U.S. Bishops Pastoral Letter on War and Peace, #272)

- 35% of U.S. exports ($88.3 billion) go to developing countries.
- 45% of our imports come from developing countries, including $56.1 billion of petroleum in 1982.
- About 1 in 6 U.S. jobs is directly dependent upon trade with foreign nations.

Panama: How They Live
The Republic of Panama is literally "The Bridge of the Americas." It unites two oceans and the countries of two continents. The famous Panama Canal provides a link between the peoples of hundreds of countries in Europe, Africa, Asia and the Americas. Because it plays such a key role in world trade and communication, it provides a perfect backdrop for illustrating the concept of *interdependence*.

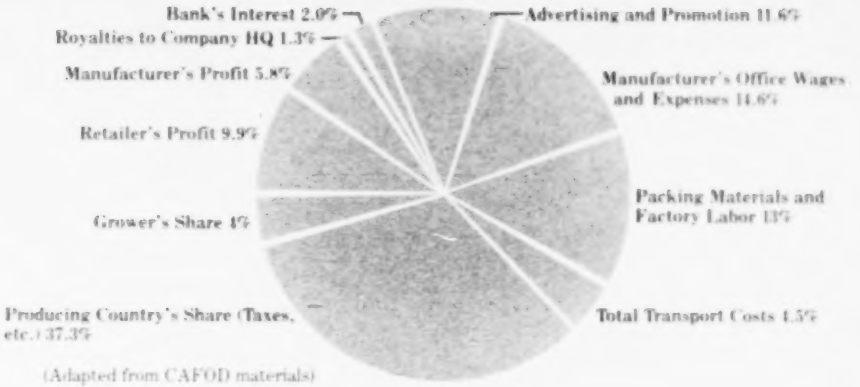
Panama is a small country with a population of 1.7 million and an area of 77,082 square kilometers. Though the country is relatively well-off in comparison to many of its neighbors, it has one of the most unequal distributions of income in all of Latin America. The poorest 20% of Panamanians, like Mario's family, receive only 1.6% of the country's income—about $126 per capita annually.

Many of the families in rural areas are very poor and do not have access to health centers, schools, decent housing and marketing resources. Over half of Mario's neighbors cannot read or write. Much of their poverty is due to the maldistribution of land, over 90% of which is controlled by a few large landholders. Most farmers have only small subsistence plots which cannot provide for their families' needs, and they are forced to work as day laborers on the larger plantations for $1.25 to $.250 per day.

A few years ago, the poor farmers in the Veraguas region (see Mario's story) began to confront their problem in an organized way by forming a cooperative. They faced such problems as illiteracy, malnutrition, inflation and an annual interest rate exceeding 120%. The cooperative has slowly grown, winning the support of local farmers by providing technical assistance, transportation to markets, an educational program, a cooperative store and low interest loans. CRS has provided assistance to strengthen the cooperative which includes a loan to purchase a tractor used to till the soil and transport crops to market.

Coffee: How the Bean is Divided

85-90% of all coffee production is controlled by the 15 largest transnational coffee corporations.


Bank's Interest 2.0%
Royalties to Company HQ 1.3%
Manufacturer's Profit 5.8%
Retailer's Profit 9.9%
Grower's Share 4%
Producing Country's Share (Taxes, etc.) 37.3%
Advertising and Promotion 11.6%
Manufacturer's Office Wages and Expenses 11.6%
Packing Materials and Factory Labor 13%
Total Transport Costs 4.5%

(Adapted from CAFOD materials)

Activity One (primary)

Using the student's right hand, have them notice how each finger moves—the joints working in harmony to grasp objects, to control a pencil in order to write. Help them draw the conclusion that all parts of the hand must work together to complete a task, to function properly. If one finger, one part of the hand, is injured, the hand cannot function properly. That is what an interdependent system is like: parts working harmoniously as a whole.

Describe the parts of an interdependent system (methods of transportation—trailer boat, truck, dock workers, traders, grocery store clerks, etc.) that must function in order for the coffee to go from Mario's farm to the kitchen table of the child's home, (something more relevant like cocoa or sugar—ingredients in a chocolate drink mix—could be used instead). Have the students make drawings of the different systems along the route the coffee bean takes.

Activity Two (primary)

Have each of the children draw a picture of their family on a band of colored paper (4"×18"). After they have completed their pictures, have each child complete the following sentence on the other side of the paper: "I show love to my family by _____ _____." When they finish writing their sentences have the students share them with the class. Note how the families are alike, how we all try to work together, etc. Have the children select a family, like Mario's, from across the world and repeat the activity. How does Mario show love to his family? Form a chain with all of the bands formed into links. Invite the children to share their insights into the unity of all families around the world. Share with them the spiritual insight that we are all members of God's family.

Activity Three (primary)

Make a globe out of cardboard or paper mache and have your class collect pictures of children from all over the world to paste on the globe. Have them attach pictures of food, clothing, etc. which symbolize their needs according to what is required to live in peace and justice. You can help the students to understand that not everybody has these things in our world today, but this is our goal because we are one in Christ.

Activity Four (all levels)

Discuss with your students the meaning of the concept of interdependence. Start with the personal level and build up to the global. Divide your class into groups and have them make lists of the following:

- How are they and other members of their family dependent upon each other?
- How are Mario and his father dependent upon each other?
- How is Mario's family dependent upon other families in the community?
- How do events in our community affect our lives?

And for more advanced students:

- How are we in the U.S. dependent upon Mario and his family?
- Together list what other ways the countries of the U.S. and Panama are interdependent.

Activity Five (middle)

After reading the story of Mario, initiate a discussion of the parts of an interdependent system that must function in order for coffee to go from Mario's farm to the kitchen table of the student's home.

Divide the class into pairs. Using a large piece of newsprint, one student draws the kitchen table with a steaming cup of coffee on it with the members of the family seated around it in the upper right hand corner. Each student then contributes as many suggestions of links the coffee bean goes through to get from Varaguas, Panama, to their kitchen table. Allow the students 10-15 minutes to form a chain from Mario's house to the student's house describing or illustrating the linkage inside the circle. By comparing information afterwards, students can add any links they may have missed.

To show how interdependence does not necessarily mean that each part of the system gets equal treatment, invite the students to compare their lifestyle with Mario's. You can use the figures from the table to point out that not everyone along the chain is equally rewarded. Ask the students to design a more just system. What are some changes that would make a difference in Mario's life?

Activity Six (middle)

Have the students identify other foods and minerals we use which are not produced in the United States. Have them find out where those foods and minerals are produced, locate them on a map and identify

whether the countries are "poor" countries like Panama or "rich" countries like the U.S. How do the people who grow the food live as compared to how we live? Why can we afford to purchase foods that are produced and shipped from so far away?

Activity Seven

(middle, secondary)

Choose some objects around the room or introduce an item such as a tin of chocolate drink mix. Chances are many of the ingredients come from other countries: the sugar from the Caribbean Islands, the cocoa from Nigeria, the tin from Bolivia. What about the wrapper, the fuel or the machinery used in the manufacture? Many are surprised to discover, for example, that Nestle is a *Swiss* trans-national. Have the students draw lines on a map between the commodity's country of origin and your town in the U.S. You may want to attach a picture of the article alongside the line.

Your students may want to choose one of the commodities and research it and its country of origin further. What products from the U.S. flow to this country in trade?

Activity Eight

(middle, secondary)

Author Paul Longacre suggests assessing ourselves an "export crop surcharge." Many of the items we consume in large quantities like cocoa, fast food burgers, sugar, pineapples, bananas, winter vegetables, and strawberries, come to us from places like the Dominican Republic, Honduras, Colombia and Argentina. While the amount of food shipped to us is high, the wages poor people receive for growing it are very low. These low wages are a major reason why imported crops can compete with those grown locally. One way your students can identify with poorly paid workers in other countries is to assess themselves a surcharge of 25-50% of the purchase price for each of the exported foods they eat. (The extra amount they would have to pay if the workers were given a just wage.) The money could be deposited in a container to remind them that great injustice exists between rich and poor countries. The money could be given to an agency working with the poor overseas, such as CRS.

Activity Nine (secondary)

Have your students write the name of your town on a sheet of paper and mark it on the map of the U.S. Divide the class into pairs and have them list at least five things which link their community with the rest of the world. You may want to give them some examples to start them off. It may be helpful to leaf through the yellow pages. Are there some areas of the world with which we are more closely linked? What might be some reasons for this? All of the responses can be tallied on a sheet of newsprint or the class might want to use pictures of the various "links" to form a huge collage.

Activity Ten (secondary)

After reading the story about Mario, discuss with your students how our consumer decisions can affect basic lifestyles of people abroad. Our impact can be good for some and bad for others. If we decide to drink more coffee and if farmers elsewhere decide to grow more coffee, our decision can increase their income and standard of living. Coffee growers, like Mario's family, may be able to eat better, have more material things and do more of the things they want to do. However, if food production in the country declines as more and more land is used for growing coffee, or if the growers do not get a fair share of the profits, people may be worse off than before. The price of food may rise as less and less food is grown locally, so the poorer people in the cities suffer. The benefits may "trickle down," that is they may not create more jobs and better incomes. Some find themselves spending more and more on food. Others may find that they do not earn enough to feed their families.

The same discussion can be applied to commodities like cocoa or sugar—imported ingredients in a chocolate drink mix. What decisions do we make which have an impact on people like Mario? If coffee (or sugar) farmers decide not to grow their produce, would it have an impact on us? For whom might our decision to drink more coffee or cocoa be good? For whom might it be bad? Two organizations which can help you find the links between your community and the world are:

Global Perspectives Exchange Network
Global Perspectives in Education
218 E. 18th Street
New York, NY 10003

Mershon Center
Ohio State University
199 West 10th Avenue
Columbus, OH 43201

Activity Eleven (secondary)

Ask your students to examine some articles from U.S. newspapers or magazines which discuss economic or political relationships between the developing world and the U.S. Do the articles treat the world as a community of interdependent neighbors or as enemies with conflicting interests? Have them rewrite the articles to remove some of the bias. They may want to express their feelings in a letter to the editor of the publication.

Audio visuals

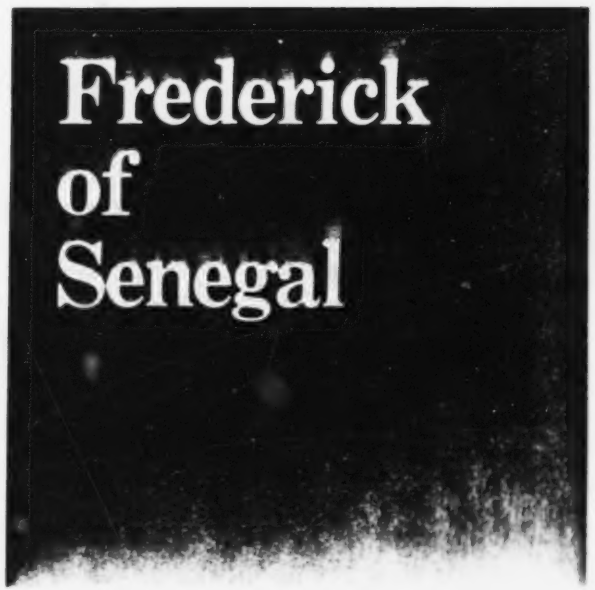
Bread, Justice and Global Interdependence. 1979. 15 minute color filmstrip and tape. Institute for Peace and Justice. Rental $11.

The Cost of Coffee. 14 minute color filmstrip. Franciscan Communications Center. 1229 S. Santee S., Los Angeles, CA 90015. Through the life of Gerardo Roman, this filmstrip deals with the unequal relationship between coffee corporations and small growers.

Economics and the Global Society. 20 minute color filmstrip with records. AFSC. Rental $5. This set of three filmstrips documents the growing interdependence among nations and raises questions about the values we bring to international relations: how should we use technology and natural resources? What will be our economic priorities?

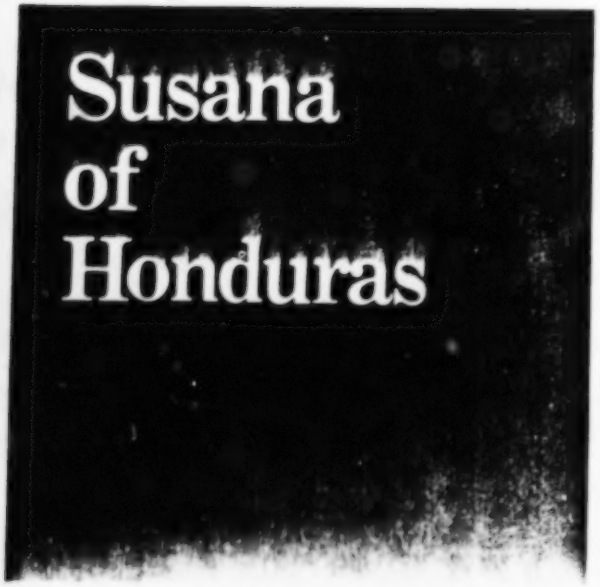
Laksmi of India

My name is Laksmi. I live in Ellepuram, India. Not long ago people in my village began to discover that our forest was disappearing. This was frightening because we depend upon the forest for fuelwood, food and herbal medicines. Now, I go with other students to plant and care for new trees which will replace the ones that were cut down.



Nangadef! You can call me Frederick. A group of my friends and I are learning how to fish. There aren't too many opportunities for young men in my village so many have gone away to Dakar the capital city of Senegal many miles from here to look for work. I'm grateful that we are being helped to start a fishing industry here so that I won't have to leave the village to help feed my family.

Alabado! My name is Maria. I live with my family high in the Andes Mountains in south-eastern Peru. I help my family to plant potatoes and care for our sheep. We use the wool to make warm clothing to protect us from the wind. Life is very difficult for us, especially when there is a drought. But we are cooperating with each other to make things better for the future.



Buenos Dios! My name is Susana. I live on a farm in Honduras. Several times a day I walk two kilometers to fetch water from a spring. We all work very hard but can never seem to grow enough food because our land is not good. My father and some of the other farmers want the government to give us better land and they hold meetings to discuss it.

Mario of Panama

Hola! My name is Mario. My family grows coffee in Panama. I like to help my father with the chores, like collecting wood, and to go with him to the market where we sell our coffee beans. We used to work alone but now we have joined a "Cooperative" with some of our neighbors. Things are better now that we can all work together.